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Technical Report 28

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# Research on Methods of Interviewing Foreign Informants

by

Robert H. Beezer

August 1956

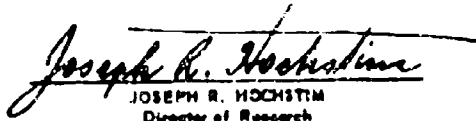
The George Washington University  
HUMAN RESOURCES RESEARCH OFFICE  
operating under contract with  
THE DEPARTMENT OF THE ARMY

RESEARCH ON METHODS OF INTERVIEWING  
FOREIGN INFORMANTS

by

Robert H. Beezer

Approved  
June 1956

  
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The contents of HumRRO publications, including the conclusions and recommendations, should not be considered as having official Department of the Army approval, either expressed or implied.

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## CONTENTS

	Page
<b>SUMMARY AND CONCLUSIONS</b> .....	3
The Problem .....	3
The Method .....	3
Findings .....	3
Conclusions and Recommendations .....	4

### Chapter 1

#### METHOD

The Problem .....	7
Previous Research .....	7
General Description of the Study .....	8
The Research Design .....	8
Independent Variables .....	9
The Source .....	9
Manner of Interrogation .....	10
The Interrogators .....	11
The Questions .....	12
Special Questioning Devices .....	13
The Dependent Variable .....	13
Limitations .....	14

### Chapter 2

#### PROCEDURE

The Setting and Preparations .....	15
Interrogation Procedure .....	16
The Role of the Interrogator .....	16
The Role of the Observer .....	16
Post-Interview Procedures .....	16
Qualitative Review and Scoring .....	17

Chapter 3  
RESULTS OF THE EXPERIMENT

Page

Results for Each Hypothesis. . . . .	18
Effect of the Source . . . . .	18
Effect of the Interrogator. . . . .	19
Effect of the Interrogation Technique . . . . .	20
Effect of Pattern of Questioning . . . . .	21
Statistical Summary . . . . .	23

APPENDICES

Appendix

A	Background Information on Sources . . . . .	27
B	"Businesslike" and "Permissive" Interview Techniques . . . . .	31
C	The Interrogators. . . . .	32
D	Questionnaire Guide . . . . .	34
E	Analysis of Variance Matrices and Tables . . . . .	42
F	Responses of 60 Sources to Selected Post-Interview Questions. . . . .	52

TABLES

Table

1	The Research Design . . . . .	9
2	Summary of Statistically Significant Results . . . . .	23
A-1	Background Information on Sources . . . . .	29
C-1	Comparison of Information Obtained by Each Interrogator on Each Interrogation Topic . . . . .	33
E-1	Living Conditions in East Germany: Total Units of Information for Each Interrogation . . . . .	42
E-2	Living Conditions in East Germany: Average Units Per Question for Each Interrogation . . . . .	42
E-3	Attitudes Toward Russia: Total Units of Information for Each Interrogation . . . . .	43
E-4	Attitudes Toward Russia: Average Units Per Question for Each Interrogation . . . . .	43
E-5	Reactions to Propaganda: Total Units of Information for Each Interrogation . . . . .	44
E-6	Reactions to Propaganda: Average Units Per Question for Each Interrogation . . . . .	44
E-7	Attitudes Toward the United States: Total Units of Information for Each Interrogation . . . . .	45
E-8	Attitudes Toward the United States: Average Units Per Question for Each Interrogation . . . . .	45
E-9	Provocative Statements Versus Selected Open-End Questions: Average Units Per Question . . . . .	46

Table	Page
E-10 Living Conditions in East Germany: Analysis Based on Total Units of Information . . . . .	47
E-11 Living Conditions in East Germany: Analysis Based on Units Per Question. . . . .	47
E-12 Attitudes Toward Russia: Analysis Based on Total Units of Information . . . . .	48
E-13 Attitudes Toward Russia: Analysis Based on Units Per Question. . . . .	48
E-14 Reactions to Propaganda: Analysis Based on Total Units of Information . . . . .	49
E-15 Reactions to Propaganda: Analysis Based on Units Per Question. . . . .	49
E-16 Attitudes Toward the United States: Analysis Based on Total Units of Information . . . . .	50
E-17 Attitudes Toward the United States: Analysis Based on Units Per Question. . . . .	50
E-18 Provocative Statements: Analysis Based on Units Per Question. . . . .	51



**RESEARCH ON METHODS OF INTERVIEWING  
FOREIGN INFORMANTS**

## SUMMARY AND CONCLUSIONS

### 1. The Problem

a. The purpose of this study was to develop and improve methods for use in interviewing prisoners of war and refugees to obtain information of the sort useful in psychological warfare operations. The Army requirement called for research based on direct interviewing of escaped nationals of European satellite countries.

b. The effect of various interrogation factors on the amount of information obtained from refugees was examined under controlled conditions. The four factors selected for study were the interrogator, the source, the manner of interrogation, and the pattern of questioning.

### 2. The Method

a. Sixty-four interrogations of recent male refugees from the East Zone of Germany were conducted in Giessen, Germany, in March and April 1955. The four interrogators were German nationals who were given thorough training at the beginning of the experiment; each of them conducted 16 interviews and observed 16 others. The interviews, which averaged 2 1/2 hours in length, were recorded, in order to leave the interrogator free to concentrate on the source's reactions.

b. The research design permitted 32 different combinations of the four main factors under study: Each interview was conducted with a source of either a higher or a lower level of education, in either a permissive or a more formal manner, using one of two forms of the interview schedule, by one of the four interrogators. Two interviews were conducted for each of the 32 combinations.

c. The interrogation schedule was designed to obtain socio-psychological information. The four topics, selected from among six suggested by the Office of the Chief of Psychological Warfare, were living conditions in East Germany, attitudes toward Russia, reactions to propaganda, and attitudes toward the United States. The questions in the two forms of the schedule were substantively the same, but their order and phrasing differed.

d. The amount of information obtained from each interrogation was measured in two ways: total units of information, and average units per question.

### 3. Findings

a. The sources with 11 or more years of schooling gave significantly more information than did those with less education. This finding held for all four topics in the interrogation schedule.

b. The over-all amount of information secured by the four interrogators did not differ significantly. However, the interrogators did differ in their performance with sources of different educational levels. Those interrogators who obtained the most information from higher-educated sources obtained the least from respondents of lower education; others performed relatively better with lower-educated than with higher-educated sources.

c. No significant difference was found in the amount of information obtained with the permissive and more formal ("businesslike") techniques. Reliance cannot be placed in this finding, however, because there is evidence that a sizable proportion of the sources did not perceive the "businesslike" interview as having the cold and impersonal characteristics intended. Thus the two techniques, as applied in this experiment, may have been perceived in substantially the same way by these sources.

d. In the test of the variations in the interrogation schedule, no significant differences were found between the various patterns. Sources gave about the same amount of information whether:

(1) Each group of specific questions was preceded by a general question, or only the specific questions were asked.

(2) Factual or attitudinal questions were asked first on a given topic.

(3) They were asked to describe the attitudes of other people on a topic (attitude toward the United States), or to state their own opinions. It had been thought that sources unwilling to speak freely for themselves might project their own opinions when talking in more general terms.

e. Provocative statements yielded significantly more units of information than related open-end questions.

#### 4. Conclusions and Recommendations

a. In any generalizations based on this research, the special conditions that surrounded the collection of the data must be taken into account:

(1) The extent to which the respondents were willing to cooperate with the American agency which interrogated them was contingent not only upon very personal motives but also upon the international situation between the East and the West at the time. In war time many refugees may be extremely reluctant to cooperate, especially if their sympathies lie with the enemy.

(2) Interrogators of other nationalities may perform differently. In addition, the intensive training and close observation of the interrogators in this experiment probably tended to reduce deviations from the specified procedures.

(3) The criterion used to evaluate the results of the interrogations was restricted to amount of information obtained; there was no way to estimate either the validity of the information or its relevance to psychological warfare purposes.

b. The major conclusions drawn from this research are these:

(1) For the type of socio-psychological intelligence usually called for in psychological warfare, more highly educated sources appear to be better informants than sources with lower educational background. Not only do well-educated respondents provide more information, but there is some indication that they may also tend to be more frank and make less effort to ingratiate themselves.

(2) Although extremely careful training of interrogators and monitoring of some interrogations on a spot-check basis can minimize differences among interviewers in over-all performance, differences in their success with various types of individuals probably will remain. Some interrogators apparently do their best work with more highly educated respondents, while others are particularly adept at securing information from sources of lower educational levels. The characteristics which differentiate between interrogators in this respect could not be determined in the present study because of the small number of interrogators used.

(3) The crucial point with regard to the effect of the treatment used in dealing with a source may be his own perception of this treatment, and this in turn may be influenced by his expectation. The indication that, because of cultural factors, some of the sources did not perceive the "businesslike" interrogation procedure as substantially different from the permissive makes this part of the study inconclusive. They only suggest that under certain circumstances, with interviewers well trained in probing, either technique may come up with substantially the same amount of information.

(4) When the number of specific questions on a topic is large and fairly exhaustive, the amount of information obtained per question will not be seriously affected by the presence or absence of a preceding general question.

(5) When respondents are cooperative and have nothing to fear from the interviewing situation, they give approximately the same amount of information whether they report about their own opinions or their impressions of others' opinions. Therefore, the decision on whether to ask attitude questions in a "personal" or "impersonal" way can be based on other considerations.

(6) Inserting exaggerated or obviously incorrect statements into the schedule provokes respondents into setting the interrogator straight, and hence is an effective way of obtaining additional information.

c. These conclusions provide the basis for the following recommendations:

(1) If a choice must be made among refugee informants for the purposes of psychological warfare, the more highly educated sources should be given preference, since they are likely to provide more information.

(2) For optimum performance, the bulk of an interrogator's assignment presumably should be with the type of person with whom he performs relatively best. In many cases it will be difficult to predict this interrogator-source relationship; however, an analysis of each interrogator's early work with different types of respondents may provide clues as to the type with which he is most successful.

(3) In the preparation of an interrogation schedule, the possibility of matter-of-fact usage of some exaggerated or inaccurate statements, designed to provoke the source into correcting the interrogator's "misconceptions," should be considered.

## Chapter I

### METHOD

#### THE PROBLEM

Much of the information needed for the planning and execution of psychological warfare is obtained through interrogation of prisoners of war and refugee informants. This type of information, which often deals with intangibles such as attitudes and opinions, is quite different from and much more difficult to elicit than materiel and order-of-battle information.

The general difficulty of the task is compounded by the lack of agreement among persons engaged in interrogation work as to what are the most productive methods of interviewing. The methods now in use have evolved through experience, and the present interrogation procedures vary widely from organization to organization and from person to person.

In recognition of this problem, U.S. European Command asked for research on methods of interviewing average PW and refugee informants, to aid in obtaining from such sources information useful to psychological warfare operations. Refugees of European satellite countries were to be interviewed directly in the proposed study. The sponsoring agency was the Office of the Chief of Psychological Warfare, Department of the Army.

#### PREVIOUS RESEARCH<sup>1</sup>

Prior to the present study, no major research had been conducted in which interrogation techniques for obtaining psychological warfare information were experimentally tested in order to observe their effectiveness under controlled conditions. Two previous studies, however, have dealt with interviewing problems and techniques with sources similar to those used in the present research.

One of these studies was a research project sponsored by one of the Services (full title is classified) to investigate methods used in interviewing refugees and German prisoners of war returned from Russia. One aim of the research was to discover, through interviewing interrogation personnel, what techniques had been found most useful in various types of interview situations. An attempt was also made to examine the interactions which took

<sup>1</sup>Previous civilian research on interviewing is summarized in *Interviewing in Social Research*, by Herbert H. Hyman, The University of Chicago Press, 1954.

place during the interview between respondents and interrogators possessing various personality characteristics.

Also, in connection with its "Project on the Soviet Social System," the Russian Research Center of Harvard University prepared a report entitled "A Guide for Interviewing Soviet Escapees," based on observations made by the Harvard staff during the collection and analysis of interview data.

## GENERAL DESCRIPTION OF THE STUDY

The 64 interrogations on which the present study is based were conducted in Giessen, Germany, during March and April 1955. The HumRRO research team was attached for logistical support to a detachment of the 528th MI Platoon.

The sources were current male refugees from the East Zone of Germany who were processed for residence in West Germany at the Lager (camp) in Giessen. Three-fourths of the refugees had come to the West within 20 days of the interrogation.

The interviews covered four major topics: "Living Conditions in East Germany," "Attitudes Toward Russia," "Reactions to Propaganda," and "Attitudes Toward the United States." These topics were selected from a list of six suggested by the Evaluation Branch of OC/Paywar.

An average of 2 1/2 hours was spent in each interrogation. Two interrogations were conducted each day, one in the morning and one in the afternoon. They were simultaneously observed, monitored, and recorded with the aid of a one-way-vision mirror and a concealed microphone.

Four interrogators participated in the study, each one conducting 16 interviews and serving as observer during 16 others. The roles of interrogator and observer were systematically rotated, according to a master schedule worked out in advance for the entire 64 interviews, so that each interviewer observed each of his three colleagues an approximately equal number of times.

The interrogators were German nationals who had been thoroughly trained for the purposes of this research. The training included intensive review of the interrogation instructions and techniques for handling various problem situations, tests on the training material, "mock" interviews with one another and with other members of the research team, and practice with actual sources during two pretests of the interrogation schedule.

The project was conducted by a HumRRO research team of five members. The office staff included an administrative secretary and six translators, all German nationals.

## THE RESEARCH DESIGN

A simple factorial research design was used, and the data were subjected to an analysis of variance. A schematic diagram of the research design is presented in Table 1.

HumRRO Research Study Number 1.

Table I  
THE RESEARCH DESIGN\*

Interrogator	Higher-Educated Sources				Lower-Educated Sources				Total
	Businesslike Technique		Permissive Technique		Businesslike Technique		Permissive Technique		
	Question Pattern I	Question Pattern II	Question Pattern I	Question Pattern II	Question Pattern I	Question Pattern II	Question Pattern I	Question Pattern II	
Interrogator "G"	x	x	x	x	x	x	x	x	16
Interrogator "M"	x	x	x	x	x	x	x	x	16
Interrogator "H"	x	x	x	x	x	x	x	x	16
Interrogator "F"	x	x	x	x	x	x	x	x	16
Total	8	8	8	8	8	8	8	8	64

\*Each x represents one interrogation.

Each interview was conducted with a source of either higher or lower education, in either a "businesslike" or a permissive fashion, using one of two question patterns, by one of the four interrogators. There were two interrogations for each combination of variables, making a total of 64 interviews in all.

The research thus permitted the four major factors to vary simultaneously within the framework of the same experiment. One of the advantages of such a factorial design is that it provides information not only on the effect of each of the main factors but also on the interaction effects of the various combinations of factors.

## INDEPENDENT VARIABLES

The results obtained from an interrogation depend upon many variables. Chief among these are the source, the interrogator, the interrogation techniques used, the topics covered, the type and wording of the questions asked, the sequence of the questions, the physical setting, and the psychological climate of the interview situation. While it would be desirable to understand the effects of each of these elements upon interrogation results, it was necessary, for reasons of manageability, to limit the focus of attention. The variables chosen for study were (1) the level of education of the source, (2) the degree of formality of the interrogation, (3) the interrogator, and (4) the kinds and patterning of the questions asked.

### The Source

A respondent's age, sex, intellectual capacity, personality, education, occupation, cultural background, attitudes, and interests, as well as other factors, influence not only his relationship with an interrogator but also the

fund of information he brings with him to the interview. Consequently, it may be hypothesized that the effectiveness of interrogation techniques will vary according to characteristics of the source.

Ideally, it would have been desirable to stratify sources by a number of the factors listed above. However, because of the need to delimit the scope of the research, sources were classified on the basis of a single factor. Amount of education was chosen because it was easily identifiable and because it was assumed to be closely related to the source's fund of information and to his interaction with an interrogator.

Sources having 11 or more years of education were classified as "higher-educated;" those with 10 years or fewer were regarded as "lower-educated." This handling reflected that fact that in Germany the first eight years of school are compulsory, and many persons attend a vocational school for an additional two years. Persons who receive university or "higher" education almost always have more than 10 years of schooling.

The respondents were selected by the screener of the platoon to which the HUMPRO research team was attached for logistical support. Because the number of refugees having 11 or more years of education was relatively small, the screeners were instructed to send lower-educated sources only when men with higher education were not available. Whenever more than one source of a given level was available, the selection was made at random.

Each source was requested to complete a Personal Data Form which called for 14 items of background information (see Appendix A). Thus, if education had not proved to be a significant element, the additional background information would have made it possible to examine, on an inspection basis, the probable relationship between some other characteristics of the source and the amount of information obtained. This procedure might have provided hypotheses to be tested in subsequent research.

#### Manner of Interrogation

Two interrogation techniques were used, designated as "businesslike" and "permissive."

The "businesslike" interview was characterized by a formal, impersonal attitude toward the source on the part of the interrogator. This formality was expressed in the interrogator's tone of voice, phraseology, and posture, as well as in his general behavior. Although he treated the source in a courteous manner and made no attempt to "browbeat" him, he nevertheless was reserved, maintained complete control over the pace of the interview, gave no indication of personal interest in the source, and showed no signs of approval of the source's answers.

The "permissive" interview, on the other hand, was characterized by a warm and friendly attitude toward the source. The interrogator adopted a relaxed and informal manner, used a conversational rather than a formal tone, and adjusted to the source's pace. He also showed personal interest in the source and indicated approval of the source's responses when appropriate.

One of the main differences between the businesslike and the permissive approach lay in the manner in which the interrogator handled the various



"problem situations" which arise during an interview. These problems, which stem from characteristics or reactions of the source, include lying, withholding of information, fear, irrelevancy, hostility, superciliousness, passivity, fatigue, and ingratitude.

When the interrogator was required to behave in a "businesslike" manner, he would either ignore the source's problem (as in the case of fear or fatigue) or assign blame for the situation to the source (as in the case of irrelevancy or withholding of information). In a permissive interview, on the other hand, the interrogator would try to alleviate the source's problem by accepting the blame himself. For example, if an inconsistency in statements aroused suspicion that the source was lying, the "businesslike" interrogator would directly point out the discrepancy and blame the source. In a permissive interview, the interrogator would accept the blame for the inconsistency by pretending that he must have misunderstood what the source had previously said.

Another major difference was that in the permissive interviews the interrogator not only allowed, but actually encouraged the source to indulge in emotional catharsis, to talk about his troubles. This was not permitted in businesslike interviews; a source who began to talk about his personal problems was interrupted and brought back to the interview topic. The characteristics of the businesslike and permissive techniques, as well as methods of inducing catharsis and of preventing it from getting out of control, are listed in Appendix B.

#### The Interrogators

It was expected that the characteristics of an interrogator, such as his personality, interests, and intelligence, as well as his educational background and interrogation experience, would considerably influence the results he achieved in an interview. Consequently the interrogators were regarded as an independent variable in this research.

Of the four interrogators, two had received higher education and two had not. Two of them (one of whom was university educated) were experienced interrogators, and the other two had had no previous interrogation experience. All four had worked with American groups and all spoke English fluently; instruction sessions and discussions about the task could therefore be conducted in English.

A series of tests was administered in order to gain an estimate of the personality, interests, and intelligence of each interrogator. A record of the educational and employment background of each interrogator is included in Appendix C, together with a comparison of the amount of information obtained by the four interrogators on each of the four topics.

In addition, an index of the preference of each interrogator for either the businesslike or permissive manner was obtained before the main series of interrogations was begun, by having each of them hypothesize as to which of the two approaches "will generally yield the better results with most sources." The interrogators were not told, of course, that the real purpose for obtaining their "hypotheses" was to discover any bias which they might have toward either of these two techniques of dealing with a source.

## The Questions

In three of the four sections of the interview, the form or pattern of questioning—the type, phrasing, or order of the questions—was systematically varied.

(1) General and Specific vs. Specific Only. In the "Attitudes Toward Russia" section, the difference between the two patterns of questioning lay in the presence or absence of a general open-end question at the beginning of each subtopic. In half of the interviews, each of the six subtopics began with a general question, followed by a series of specific questions on the same topic (Pattern I). In the other interviews, the sources were asked the same specific questions without the general question (Pattern II).

This was done in order to determine whether better results were achieved by opening a topic at a broad level, which might tend to encourage a wider range of thinking on the part of the source, or by focusing attention immediately upon a narrow aspect of the topic, which might tend to restrict his thinking.

(2) Attitudinal-Factual vs. Factual-Attitudinal. In the "Reactions to Propaganda" section, the only variation in the questioning was the order in which factual and attitudinal questions on a given topic were asked. "What newspapers did you read most often in the East Zone?" is an example of the factual questions; "What is your opinion of East Zone newspapers?" is representative of the attitudinal questions.

In half of the interviews, each of the six subtopics began with a series of attitudinal questions which were followed by a series of factual questions (Pattern I). In the other 32 interviews, each subtopic was introduced by asking the factual questions, followed by the attitudinal questions (Pattern II). The questions themselves were identical in all of the interviews; only their sequence was changed.

The primary aim in this section was to discover whether or not lower-educated sources would give better answers to the more complex attitudinal questions when the interrogator led up to them gradually, or established a framework for them, by asking the simpler factual questions first. It was expected that higher-educated sources would not need this sort of framework.

(3) Personal vs. Impersonal. In the "Attitudes Toward the United States" section, attitudinal questions were phrased in either a "personal" or an "impersonal" manner, the thought being that some sources might talk more freely, or give more information, when asked how other people feel towards the United States (in the impersonal questions) than they would if asked to state their own attitudes (as in the personal questions).

In this section, unlike the two previously mentioned, both types of questions were asked in all of the interviews, instead of using each type with half of the sample. The six subtopics were divided into two groups, which for convenience will be referred to here as Group A and Group B. In half of the interviews, the questions in Group A were asked first in a personal manner, followed by the questions in Group B, asked in an impersonal manner (Pattern I). In the other half of the interviews, the questions in Group B were asked first in a personal manner, and then the questions in Group A were asked in an impersonal manner (Pattern II).

Thus the topics asked in the personal form in one pattern were asked in the impersonal manner in the other. This was done to preclude the possibility that differences in results might be due to the topics rather than to the type of question, since sources might be more knowledgeable and/or more sensitive about certain topics.

It will be noted that in both Pattern I and Pattern II interviews, the personal questions were asked first. It was felt that this might make it easier for the source to distinguish between the two types of questions; if asked for the opinions of other persons first, he might tend to answer those questions in terms of his own personal opinions.

The form and order of the questions in the "Living Conditions in East Germany" section were the same for both Pattern I and Pattern II.

Thus three types of variations in the questions asked were included in the research design. These variations were incorporated into two forms of the interrogation schedule; in one half of the interviews, the Pattern I form was used, in the other half the Pattern II form (see Appendix D). The specific type of variation represented by the two patterns, of course, differs for each section of the schedule, since each question variable was tried out in only one section.

#### SPECIAL QUESTIONING DEVICES

Two other questioning devices, "provocative statements" and "frankness questions," were used in the same form in all of the interviews.

The "provocative statements," used in the "Living Conditions in East Germany" section, were deliberately incorrect or naive statements about aspects of life in the East Zone with which most sources would be familiar. These statements—such as "I understand you don't have to pay very much for food in the East Zone because it is rationed"—were introduced to provoke the source into providing information by trying to set the interrogator straight on the issue. It was believed that such statements might stimulate the source to provide more information than would the ordinary open-end question.

The "frankness questions" were designed to obtain some indication as to whether the source was attempting to ingratiate himself or give answers which he believed would please the interrogator. These questions were included in the sections on "Attitudes Toward Russia" and "Attitudes Toward the United States" because it was felt that ingratiation would be more likely to occur on these topics.

The frankness questions were stated in such a manner that objective answers to them would be either favorable to Russia ("Do you think the quality of machinery in the Soviet Union is higher today than it was 25 years ago?") or uncomplimentary to the United States ("Do you think the American leaders have made any mistakes in foreign policy since the end of World War II?").

#### THE DEPENDENT VARIABLE

The amount of relevant information obtained from the interrogation was the criterion variable used in this research. Each response was evaluated in

terms of the number of units of information it contained. For the purposes of this study, a unit of relevant information was defined as (1) an answer to a question, (2) an example, or (3) an amplification of an answer. For example, when the question called for a list of items ("What food items are rationed?"), one or two items were scored as one unit of information, three or more items as two units.

Each of the four sections of an interview was scored separately for the total number of units of information contained, and for the average number of units per question. These two measures were used separately in the analysis of variance. An important consideration in evaluating the interview results was how much information was yielded by each interrogator, type of source, manner of interrogation, and pattern of questioning; the total unit scores were used to determine this. The units per question scores were used to standardize for different applications of the techniques such as differences in amount of probing and in length of time per interview.

## LIMITATIONS

This experiment, like any social science study, is subject to a number of limitations:

(1) Other things being equal, the results are projectable. However, no two social situations are identical. In generalizing from this study to a particular situation, the conditions under which the experiment was conducted must be borne in mind. Some of the special factors which may affect the generalizability of the findings are:

The limitation of sources and interrogators to a single nationality;

The immediate international situation and the desire of the East

German refugees to become part of the West;

The unusually careful and intensive interrogator training program;

The artificiality of the physical arrangements for interviewing

(for example, the effect of the observer system on the behavior of the interrogator).

(2) It will be noted that the dependent variable was restricted to amount of information obtained. It was impossible to use quality as well as quantity of information as a criterion in evaluating the interview results because there was no way of estimating either the validity of the information or its usefulness for psychological warfare purposes.

As is typical in psychological warfare intelligence, a large number of the topics used in the research were attitudinal. An inherent difficulty in attitude studies of this type is the problem of determining accurately the extent to which a respondent is expressing his honest opinions and attitudes. Furthermore, the validity of the factual information on living conditions in East Germany and propaganda could not be determined, since there is no body of verified information on these topics.

Similarly, there was no way of judging the importance or usefulness of the information for psychological warfare purposes. The value of any item of information depends upon the specific psychological warfare mission; information essential for one psywar operation may be valueless for another.

## Chapter 2

### PROCEDURE

All interviews were conducted at the HumRRO offices in Giesse, Germany. The East German refugees who served as sources were directed to HumRRO by the screener of the 529th MI Platoon, to which the research team was attached.

When the screener instructed a refugee to appear at the HumRRO office at an appointed time, he offered no explanation of the purpose. The sources were not even told that they would be interrogated, although many expected to be. The only instructions given them were how to get to the HumRRO building.

### THE SETTING AND PREPARATIONS

The project's administrative secretary, a German national, received the source and accompanied him to the interrogation room, a pleasantly furnished room with an office-like appearance. The interrogator's desk was placed before a window, and the source was seated so that he could talk to the interrogator across a corner of the desk. Among items on top of the desk was a calendar with a metal base, in which a microphone was concealed. A thin wire, taped beneath the desk blotter so that it could not be seen by the source, connected the microphone with a recording device in the adjoining observation room.

A one-way-vision mirror was set in the wall about two feet above the desk. From the adjacent room the observer, sitting on an elevated platform, could see both the interrogator and the source very clearly through the mirror.

While the secretary obtained from the source the information called for on the Personal Data Form, both the interrogator and the observer waited in this adjoining room, where they could observe the source and listen to the conversation. This obviated the need for the interrogator to examine the Personal Data Form before beginning the interrogation, and gave the observer an opportunity to adjust the volume control of the recorder to the source's voice. At this time also the interrogator and the observer synchronized their watches. Thus, when either of them wished to make a notation about some aspect of the interview, he could record the exact time at which it occurred for purposes of locating it in the typescript of the translated recording. The interrogator's watch was placed on the desk so that it was out of the source's vision.

## INTERROGATION PROCEDURE

After the secretary had left the interrogation room, the interrogator entered, greeted the source, and briefly explained the purpose of the interview. A standard statement was used, to the effect that the organization was interested in knowing what conditions were like in the East Zone and how people felt about them. This was followed by an invitation for the source to ask any questions he might have.

The interrogator then began the interview. He had been instructed in advance as to whether he should behave in a "businesslike" or "permissive" manner, as well as which of the two forms of the interrogation schedule he was to use. The four interrogation topics, "Living Conditions in East Germany," "Attitudes Toward Russia," "Reactions to Propaganda," and "Attitudes Toward the United States," were taken up in that order.

## THE ROLE OF THE INTERROGATOR

Since the interviews were recorded, the interrogator's note-taking was restricted to keeping a log on the source's reactions and behavior and on any problems arising during the course of the interview. In addition to noting the time at which each problem situation arose, he also entered his interpretation of the cause, the method he used in dealing with the problem, and the positive or negative effects of using that particular method. These notes, and similar ones made by the observer, were referred to later in discussions with research analysts.

The log which the interrogator maintained was presumably interpreted by the source to be notes taken on his answers. The source might have thought it strange if the interrogator had done no writing during the interview.

## THE ROLE OF THE OBSERVER

The observer followed the same sort of recording scheme during the interview as that used by the interrogator. In addition he noted aspects of the interrogator's behavior which he felt were especially effective or ineffective. He also operated the electric recorder and changed the recording discs at 20-minute intervals.

## POST-INTERVIEW PROCEDURES

After the interrogation had been completed, the administrative secretary took the source into the task leader's office where a post-interview was to be conducted to help in the interpretation of the interrogation results. The source filled out a rating scale on his reactions to the interrogation, including the behavior of the interrogator and the questions asked. The task leader then interviewed the source on the content and conduct of the interrogation. In general, the post-interview was conducted in a warm, permissive manner.

Immediately after the interrogation, the interrogator and observer independently completed a rating scale on the source's personality, intelligence, and behavior during the interview. Then, while the post-interview with the source was being conducted, the interrogator and observer were separately interviewed by two of the research analysts. These post-interviews included questions on problems which had arisen during the interview, techniques employed by the interrogator, and results obtained, as well as characteristics of the source and his general reactions to the interview.

The interrogations were typed in English directly from the German recordings by six experienced translators. If a passage could not be clearly understood, even after listening to it several times, the translator would give in parentheses an approximate translation of what had been said. When a passage was completely unintelligible, question marks were entered in the typescript, followed by the translator's estimate of the number of words involved.

### QUALITATIVE REVIEW AND SCORING

The translated typescript of an interrogation was examined by two of the analysts for errors in interviewing, such as omissions or unnecessary repetitions of questions, inappropriate probing, or departure from the specified businesslike or permissive manner. The analysts also noted especially commendable features of the interrogator's performance.

The qualitative review by the analysts also included an examination and comparison of the rating scales completed by the source, the interrogator, and the observer, as well as their responses to the post-interview questions and the records kept during the interview by the interrogator and observer.

After this review, the two analysts met with the interrogator and observer, pointing out weaknesses and commending especially effective techniques. Discrepancies between the interrogator's and observer's reactions, as expressed in the post-interviews, rating scales, and ongoing accounts, were discussed to determine the reasons for disagreement and to clear up misunderstandings.

The special function of the controls built into the interrogation procedure, including observation, ratings, post-interviews, qualitative reviews, and discussions, was to ensure uniformity of procedure—not only by helping an interrogator to avoid repeating an error, but also by enabling each interrogator to learn from the errors and excellences of the other three.

In determining units of information, each interview was scored independently by two analysts. Any discrepancies between the two scores were discussed and where the analysts could not agree, the average of the two scores was used in the analysis. Such cases of disagreement were infrequent; the two analysts agreed more than 90 per cent of the time on the initial scoring.

### Chapter 3

## RESULTS OF THE EXPERIMENT

Each of the four sections of the interrogation schedule was scored twice, once for the total number of units of information and once for the average number of units per question; in addition, the provocative statements were scored for average units per question. In order to determine how much of the total variation was due to each of the four independent variables individually, and how much to the interactions in the various combinations of variables, analyses of variance were performed on these nine sets of scores.

The results of these analyses are discussed below in terms of the relevant hypotheses. Of the many relationships explored, only those which seem to have potentially meaningful implications are included here. The discussion is concluded with a summary of the statistically significant findings. The analysis of variance matrices, detailed statistical findings, and descriptions of the statistical models are shown in Appendix E.

### RESULTS FOR EACH HYPOTHESIS

#### Effect of the Source

*Hypothesis 1: Higher-educated sources will differ from lower-educated sources in the amount of information they provide.*

The more highly educated person, almost by definition, possesses more information than the person of lesser education. The higher-educated man is assumed to have broader interests, to observe with more understanding, to be able to report on his own and others' attitudes more cogently, to be better able to organize his thoughts, and in general to be more articulate than the lower-educated. Hence, it was expected that he would provide more information in an interrogation than would the man of less education.

The lower-educated person of course has other values as a respondent in psychological warfare studies. Sociological information need not derive from education, and the lower-educated person may be as shrewd an observer and even better informed on some topics. Usually a lower income person, he may be more painfully aware of the cost of food, clothing, and shelter; more likely to be a manual worker, he may have had more experience with indoctrination classes; possibly less self-conscious, he may be less inhibited about expressing stereotyped notions and less hesitant to generalize on the basis of limited evidence. Sophisticated interview techniques may be able to draw from him as much information as from the more highly educated person.



Finding: The higher-educated sources gave significantly more units of information on all four topics included in the interrogation schedule than did the lower-educated. This finding appears in all four sections of the schedule; it is statistically significant at the .01 level in two sections and at the .05 level in the other two.

Conclusion: From the standpoint of maximizing the quantity of information obtained in answer to socio-psychological questions of the type used here, use of higher-educated sources as informants is more effective. Of course, more information does not necessarily mean more accurate or more useful information. Especially where class differences are acute, sources of different levels of education may perceive situations very differently.

### Effect of the Interrogator

*Hypothesis 2: The interrogators will differ in the amount of information they obtain.*

Interviewer variance as a factor in research results has been of great concern to social scientists for a number of years. Much effort has gone into means of measuring interviewer variance and of finding ways to reduce it.

It is reasonable to expect that dissimilar individuals will achieve significantly different results in their interrogations. Differences in education and in socio-economic background, for example, might be reflected in interrogators' performance. Persons experienced in interrogation presumably will perform better than those without such experience. Interrogators with a warm personality or those who feel secure in their relationships with other people might be expected to gain more information than interrogators who are impersonal or who feel insecure with other people. Other factors that might influence results include differences in motivations, interests (in specific interrogation topics as well as in working with people), verbal facility, and role-playing ability such as that required in assuming "businesslike," "permissive," or any other behavior called for in an assignment.

Finding: Despite the fact that the four interrogators possessed different interests and personality patterns and different educational backgrounds, work experience, and social prejudices, the analysis showed no significant difference in the over-all amount of information obtained.

However, interrogators did differ somewhat in their success with higher- versus lower-educated respondents. Generally speaking, the interrogator who obtained the most information from higher-educated sources obtained the least from the lower-educated, and vice versa. This finding appears in all four sections of the questionnaire, and is statistically significant at the .05 level in two of them.

Conclusion: Although with extremely careful training a group of interviewers may turn in a similar over-all performance, differences in their effectiveness with various kinds of respondents will very likely remain. Some interrogators will do best with better-educated, some with lower-educated respondents. The number of interrogators used in this study is not large enough to permit differentiation of the characteristics related to success with one or the other kind of respondents.

<sup>1</sup>I.e., the results obtained could be expected to occur by chance only one time out of 100

For optimum performance, the bulk or all of an interrogator's assignment presumably should be with the type of person with which he does best—of higher or lower education, military or civilian, officer or enlisted man, young or old. In many cases it will be difficult if not impossible to determine in advance which interrogator will do best with which type of source. However, an analysis of each interrogator's early work with different types of respondents may provide clues as to those with which he tends to have the most success.

#### Effect of the Interrogation Technique

*Hypothesis 3: Sources treated in a permissive manner will differ from those treated in a businesslike manner in the amount of information they provide.*

Adequate reporting of socio-psychological data calls for insight into the human behavior of the respondent. Although fear and need for release of tension might cause an individual under pressure to disclose objective facts which have become a part of his memory pattern, the same psychological mechanisms generally militate against his developing insight, which involves the integration of past perceptions into meaningful relationships.

Unlike hardware-type information, much of the data called for in psychological warfare interrogations is generally not readily available to respondents in the form in which it is needed by an interrogator. For example, if a source is asked to report on the location of a building which he has seen, the information can be supplied directly from memory. However, if he is asked to tell why he likes or dislikes a particular radio program, he may not have this information readily available, even to himself, because he may never before have put into words these affective experiences. Consequently, in order to answer the interrogator, the source finds it necessary to think for a moment aloud about the matter. This may be more easily accomplished in a permissive than in a more directive atmosphere.

It was thought, too, that a well-treated source would be motivated to put forth extra effort in an attempt to provide the friendly interrogator with a complete response. The warm and friendly manner of the permissive approach, along with its provision for emotional catharsis, was expected to provide the sources with an interrogation atmosphere in which they could function without a feeling of threat, in an absence of tension, and with a friendly attitude toward the interrogator.

Finding: Statistical analyses for each of the four interrogation topics showed no significant difference between the permissive and businesslike approaches in the amount of information obtained. Several explanations for the lack of difference between results from the two approaches may be advanced:

(1) The contrast between the two roles was not sufficiently pronounced. Because the subjects were peacetime refugees, an approach of real severity could not be applied. Therefore to these refugees, coming as they did from the East Zone of Germany, the "businesslike" approach might not have conveyed the relatively austere quality intended. For example, if an individual had come to the interrogator expecting harsh and unreasonable treatment, he might perceive even the cold and unfriendly behavior of the businesslike interrogator as a welcome contrast to his fears. The

post-interviews did in fact indicate that about a third of the sources interrogated in a businesslike manner interpreted the interrogation as being personal. (See Appendix F.)

(2) The sources presumably felt both obligated and willing to provide the West with the information requested. Their motivation to become part of the West might have counteracted reactions toward any perceived severity in treatment.

(3) In the businesslike approach the interrogator maintained control of the interview by insisting that the source stick strictly to the point in question; he did not hesitate to interrupt irrelevant chatter. Since Germans are accustomed to being treated in an authoritarian manner in offices of official agencies, they may not react as negatively to such an approach as might some other peoples.

Conclusion: Since this research offers no reason to believe that there is a significant difference in the amount of information obtained with the permissive as compared to the businesslike approach, the decision on the procedure to be adopted in psychological warfare interrogations of German refugees can be based on the needs of the particular interviewing situation.

#### Effect of Pattern of Questioning

*Hypothesis 4: The amount of information obtained per question when each group of specific questions is preceded by a general question will differ from the amount obtained when the specific questions alone are asked.*

The assumption was that opening a topic at a broader and more general level would create a chain of associations and encourage a wider range of thinking on the part of the source. Thus stimulated to think and talk freely, the source might give more information in answer to subsequent specific questions than if his attention had been focused immediately upon the narrow aspects of the topic.

Finding: No significant difference was found between the two patterns of questioning in the average number of units of information per question. As might be expected, more total units of information were obtained when the specific questions were preceded by a general question than when the general question was not used at all.

Conclusion: When a series of specific questions on a given topic is fairly exhaustive, the presence or absence of a preceding general question will not seriously affect the amount of information acquired per question.

*Hypothesis 5: The amount of information obtained from lower-educated sources when factual questions precede attitudinal questions will differ from the amount obtained when the order of questioning is reversed.*

It was thought that sources of a lower educational level might not come to the interview with clearly formulated opinions on many of the topics discussed, and as a result would have difficulty in verbalizing their attitudes. Should this be the case, it was thought that asking the factual questions first might provide a framework which would help the source in expressing his ideas. It was assumed that the higher-educated sources would not need this type of assistance.

Finding: Regardless of educational level, the amount of information obtained did not differ significantly whether factual or attitudinal questions were asked first.

Conclusion: So far as factual and attitudinal questions are concerned, the sequence of questioning does not affect results.

*Hypothesis 6: The amount of information obtained from sources asked to report on others' attitudes toward the United States ("impersonal" questions) will differ from the amount obtained from sources asked to give their own opinions ("personal" questions).*

It was expected that sources would give information more freely on the attitudes of others, for which they could not be held responsible, than on their own opinions about the United States. Furthermore, it was assumed that they would project their own attitudes into what they described as the attitudes of other people in East Germany. According to this reasoning, the impersonal or semi-projective type of question would result in more information.

Finding: No statistically significant difference was found in the amount of information obtained that could be attributed to this difference in question type.

Some estimate of whether sources were giving answers they thought would please the interrogator or were expressing their true opinions was obtained by planting so-called "frankness" questions throughout the "Attitudes Toward Russia" and "Attitudes Toward the United States" sections. These were questions to which an honest answer might be considered unfavorable toward the United States or complimentary to Russia. For example, in answer to the question, "Do you think Americans have contributed as much to the fields of art, music and philosophy as the Germans have?" a "Yes" answer would be considered ingratiating, a "No, but then America is a much younger nation" would be considered neutral, and a "No" answer would be considered frank.

A little more than a third of the sources gave predominantly frank answers, and about the same proportion gave predominantly ingratiating answers. Although the elements involved are not clearcut, the higher-educated sources apparently tended to be more objective than the lower-educated, as 47 per cent of the former but only 22 per cent of the latter gave predominantly frank answers.

*Hypothesis 7: For a given topic the number of units of information obtained from "provocative" statements will differ from that obtained from the open-end questions on the topic.*

The expectation was that if incorrect or naive statements were deliberately inserted into the interrogation, the source would be provoked into providing extra information in an effort to correct the interrogator's apparent misunderstanding or misinterpretation. In testing this hypothesis, the findings for the provocative statements were compared with those for the most general open-end questions on the topic.

Finding: The hypothesis was tenable. Provocative statements did yield more units of information than the corresponding open-end questions.

Conclusion: Continued thought should be given to indirect means of stimulating sources to increase the quantity of information they provide. One

effective way is to insert into the schedule exaggerated or incorrect statements that will provoke the respondent to set the interrogator straight.

## STATISTICAL SUMMARY

Great consistency characterizes the results of the analyses conducted. On all four interrogation topics and on both criteria the findings point uniformly to the respondent as the one significant source of variation among the four main variables. In each of the four sections of the interrogations, higher-educated respondents provided more information than did lower-educated sources; this was true regardless of whether "total units of information" or "average units per question" was used as the criterion. (A summary of the statistically significant results is given in Table 2.)

Table 2  
SUMMARY OF STATISTICALLY SIGNIFICANT RESULTS\*

Independent Variables	"Living Conditions in East Germany"		"Attitudes Toward Russia"		"Reactions to Propaganda"		"Attitudes Toward the United States"		"Provocative Statements"
	Total Units	Units per Ques.	Total Units	Units per Ques.	Total Units	Units per Ques.	Total Units	Units per Ques.	Units per Ques.
Source	.05	.05	.01	.01	.05		.01	.01	.01
Question			.05						.001
Interactions:									
Interrogator-Questions-Technique						.05			
Source-Interrogator						.05	.05	.05	

\*Based on analysis of variance test (see Appendix E). Figures represent the levels of significance for the independent variables which either individually or in combination with others contributed significantly to the variance in the total units of information and the average units per question. The results for the provocative statements were compared with those from selected open-end questions.

One of the special questioning devices, the provocative statements, led to significant results, bearing out the hypothesis that such statements provide more information than the average open-end question.

In the analysis of the section in which the order of factual and attitudinal questions was varied, the three-factor interaction "interrogator - questions - technique of interrogation" proved to be statistically significant when units per question was used as the criterion. Attempts to formulate an explanation for this relationship were unsuccessful, and additional analyses of the raw data did not shed any more light on the problem.

The source-interviewer interaction was significant in three out of five analyses in which average units per question was used as the criterion. In two sections this interaction approached, though it did not quite meet, the required .05 level of significance. This finding indicates that individual interrogators tend to be most successful with certain types of respondents; others will do their best work with different types of sources.

## APPENDICES

Appendix A

BACKGROUND INFORMATION ON SOURCES

Form Used to Collect Information

Source \_\_\_\_\_ PERSONAL DATA FORM Interviewer \_\_\_\_\_

1. Date of arrival in West Germany \_\_\_\_\_  
Day Month Year

2. Date of Birth \_\_\_\_\_  
Day Month Year

3. Place of Birth \_\_\_\_\_  
City Kreis State Country

4. Place lived most of life \_\_\_\_\_  
City Kreis State Country

a. Dates: From \_\_\_\_\_ To \_\_\_\_\_ b. Total number of years \_\_\_\_\_

5. Place lived most during last five years \_\_\_\_\_  
City Kreis State Country

a. Dates: From \_\_\_\_\_ To \_\_\_\_\_ b. Total number of years \_\_\_\_\_

6. Marital status: Single \_\_\_\_\_ Married \_\_\_\_\_ Widowed \_\_\_\_\_ Divorced \_\_\_\_\_ Separated \_\_\_\_\_

7. Religion: Catholic \_\_\_\_\_ Protestant \_\_\_\_\_ Other (specify) \_\_\_\_\_

8. Education: a. Ground School 1 2 3 4 5 6 7 8 (Circle number of years)  
b. Middle School or Gymnasium (Circle which one)  
c. 1 2 3 4 5 6 7 8 9 (Circle highest year completed)  
d. Abitur: Yes \_\_\_\_\_ No \_\_\_\_\_  
e. University (Circle semesters completed) 1 2 3 4 5 6 7  
8 9 10 11 12 or more  
f. Field of Study \_\_\_\_\_ g. Zwischenpruefungen: Yes \_\_\_\_\_ No \_\_\_\_\_  
h. Degree \_\_\_\_\_ i. Year \_\_\_\_\_  
j. Other School (specify) \_\_\_\_\_  
k. 1 2 3 4 5 6 (Circle number of years)  
l. Field of Study \_\_\_\_\_

9. Recreation enjoyed most \_\_\_\_\_

10. Reading subject matter preferred \_\_\_\_\_

11. Hobbies:	a. Type of hobby	b. Dates when active	c. General nature of activity

12. Foreign Travel and Residence (including military service and PW experience)

a. Countries	b. Dates	a. Countries	b. Dates

13. Work experience (start with last job and go back 10 years)

a. Dates	b. Title of job	c. Nature of duties	d. Location (city)

14. Family Back-ground	a. Age (if living)	b. No. of years schooling	c. Main occupation	d. Present location (country)	e. Country where spent most of life
Father					
Mother					
Brothers & Sisters					
Wife or Husband					
Children					



Table A-1  
BACKGROUND INFORMATION ON SOURCES

Descriptive Item	Lower-Educated Sources (N=32)	Higher-Educated Sources (N=2)
Years of Education		
7	1	
8	13	
9	7	
10	11	
11		6
12		8
13		6
14 or more		12
Median number of school years	8.8	12.8
Distribution by Age		
19-23 years	2	2
24-28 years	10	3
29-33 years	4	11
34-38 years	6	6
39-43 years	5	5
44-48 years	4	4
49-53 years	1	1
Median age	33	33
Occupation Group		
Professional and managerial	3	16
Clerical and sales	7	10
Agricultural	2	0
Manual workers	19	4
Students	1	2
Number of Days Spent in West Germany Before HUMRRG Interrogation		
1-5	3	4
6-10	8	10
11-15	8	7
16-20	4	4
21 or more	9	7
Median number of days	13	11
Marital Status		
Married	23	24
Separated	2	0
Divorced	2	1
Single	5	7
Religious Affiliation		
Protestant	23	24
Catholic	5	6
None	4	2

Selected Findings From the Personal Data Form (see Table A-1)

On the average, lower-educated sources reported between eight and nine years of schooling and higher-educated more than 12 years.

The ages of the 64 sources ranged from 18 to 51 years. The youngest respondent in the lower-educated group was 22, while his counterpart among the "high" sources was only 19; the median in each group was 33 years.

Occupationally, half of the higher-educated sources fell into the "Professional and Managerial" category (most of these were teachers); more than half of the lower-educated sources were manual workers.

Three-fourths of the sources had come to the West within 20 days of their interrogation; all but three had been in the West for less than 2 1/2 months. Three-fourths of each group were married and the same proportion were Protestants.

## Appendix B

### "BUSINESSLIKE" AND "PERMISSIVE" INTERVIEW TECHNIQUES

#### Characteristics of interviewer behavior:

<u>Businesslike</u>	<u>Permissive</u>
Posture erect and alert	Posture relaxed and informal
Reserved	Friendly
Formal tone	Conversational tone; use interjections and facial gestures
Formal phraseology; no slang	Informal phraseology; occasional slang
No smiling	Smiling when appropriate
No catharsis	Catharsis
No indication of personal interest	Indication of personal interest
No emotional support to source	Emotional support to source
Extrapositive (ignore the source's problems or blame source for the situation)	Intrapositive (alleviate the source's problems or accept blame for the situation)
No indication of approval	Frequent indications of approval
Control of pace by interrogator	Adjustment to source's pace
No support of source's attempts to justify his actions	Support of source in his attempts to justify his actions

A detailed list of methods for detecting and handling problem situations (such as fear, fatigue, lying, withholding information, irrelevancy, etc.) is available in the HUMPRO files.

#### Catharsis questions used in the beginning of the interview:

- (1) "How do you feel now that you have come to the West?"
- (2) "It must not have been an easy decision for you to come to the West?"
- (3) "How do you feel about conditions at the camp?"

#### Ways of encouraging catharsis during the interview:

- (1) Ask "How do you feel about . . .?"
- (2) Repeat or emphasize emotionally charged statements made by the source.
- (3) Use expressions of sympathy, empathy, or identification.
- (4) Openly recognize incipient manifestations of emotion on the part of the source.

#### Ways of controlling catharsis:

- (1) Look for something the source says which you can use as a wedge to say: "That is something I want to ask you about."
- (2) Offer the source a cigarette and follow with the next question.
- (3) Avoid dealing with sensitive topics introduced by the source.
- (4) Remind the source that you have only limited time for the interview and continue asking questions.

Appendix C

THE INTERROGATORS

Background Information

Two of the four interrogators had received university education, and the other two were gymnasium graduates. Two (one of whom was universally educated) were experienced interrogators, having served in this capacity with the American Forces in Germany. Although the other two had had no previous interrogation experience, both of them had worked for the Americans, one as an interpreter for the Army and the other in various cultural-affairs jobs for the Department of State. Three of the interrogators were 31 years of age, and the other was 29. Only one of the four was married.

Interrogator "G"

1. Date of Birth: 1-20-26
2. Marital Status: Single
3. Education: 5 years elementary school  
7 years "oberschule" (equivalent to Gymnasium)
4. Previous Employment: Interrogator with the USAFE Historical Research Division; Interpreter and Translator with the 86th U.S. CIC Detachment; Receptionist and Dispatcher for the U.S. Army; Evaluator and Court Reporter for the U.S. Military Government Denazification Division; Interpreter with the 325th MP Service Battalion.

Interrogator "M"

1. Date of Birth: 2-28-24
2. Marital Status: Single
3. Education: Working on the dissertation for a doctorate in English and American Literature.  
University of Marburg: 5 years  
University of Wisconsin: 1 year (Exchange student: 1951-52)
4. Previous Employment: Interrogator with the USAFE Historical Research Division; Coal Output Controller in a Ruhr mine.

Interrogator "H"

1. Date of Birth: 3-30-24
2. Marital Status: Single
3. Education: Graduate in Law  
Heidelberg University: 1947-53
4. Previous Employment: Interpreter with the 1st U.S. Armored Division and the 3rd Constabulary Regiment; assisted in the preparation of minor law cases while attending Heidelberg University.

Interrogator "F"

1. Date of Birth: 7-21-23
2. Marital Status: Married
3. Education: 4 years elementary school  
6 years Gymnasium  
2 1/2 years Trade and Commerce School  
2 years Art Academy
4. Previous Employment: In charge of the Audio-Visual Aids Department at a German municipal Institute of Education; program supervisor at a U.S. Information Center; analyst for the Cultural Affairs Section of the U.S. Consulate General; Youth Activities Specialist for a U.S. High Commission of Germany, Resident Office; artist for the American Red Cross and Special Services; freelance artist.

Attitudes Toward Techniques and Sources

When asked to hypothesize as to whether the businesslike or permissive manner "will generally yield better results with most sources," two of the four interrogators selected businesslike (interrogators "G" and "H") and two permissive (interrogators "M" and "F"). The differences between the quantitative results obtained by using the two methods, however, were not statistically significant for any one of the four interrogators (see Table C-1). This suggests that their predilections for one manner or the other did not bias the results which they achieved.

The post-interview responses provide additional evidence that the interrogators refrained from allowing their preferences to interfere with their performance. When asked in what way more information could have been obtained in the particular interview which they had just conducted or observed, three of the four interrogators suggested in several instances that the approach opposite to the one they favored would have been more effective.

The post-interview data indicate that the interrogators were not biased in favor of either higher- or lower-educated sources.

Table C-1

COMPARISON OF INFORMATION OBTAINED BY EACH  
INTERROGATOR ON EACH INTERROGATION TOPIC  
(in terms of average units of information per question)

Interrogator	Living Conditions		Attitudes toward Russia		Reactions to Propaganda		Attitudes toward the U.S.	
	Higher-Educated	Lower-Educated	Higher-Educated	Lower-Educated	Higher-Educated	Lower-Educated	Higher-Educated	Lower-Educated
"G"	2.49	1.66	2.16	1.24	1.86	1.33	3.77	2.39
"M"	2.36	2.01	2.01	1.79	1.67	1.56	3.44	2.95
"H"	2.16	1.92	1.99	1.73	1.52	1.57	3.25	3.09
"F"	2.07	2.17	1.85	1.63	1.62	1.80	3.13	3.13

Appendix D  
QUESTIONNAIRE GUIDE

SECTION I: LIVING CONDITIONS IN EAST GERMANY  
(Patterns I and II are identical in this section)<sup>1</sup>

I. General

- A. Conditions with which people are most dissatisfied
  - 1. Why
  - 2. Reactions of the people
  - 3. Assignment of blame for their conditions
- B. People who have the lowest standard of living
  - 1. Reasons
- C. People who have the highest standard of living
  - 1. Reasons
  - 2. Reactions of other people
- D. Major changes in living conditions brought about by Communist control

II. Food

- (A. Current food situation)
  - 1. Aspects of the food situation with which people are especially dissatisfied
    - a. Reactions of the people
- (B. Quantity)
  - 1. Food items which are in greatest shortage
    - a. Government explanation
    - b. People's interpretation of shortages
  - 2. Compensatory measures
    - a. Government
    - b. Individual
- (C. Distribution)
  - 1. Difficulties and inconveniences in obtaining food
  - 2. Rationing system
    - a. Types of food rationed
    - b. Government justification or explanation of rationing
  - 3. Irregularities in distribution of food
    - a. Causes

<sup>1</sup>(P) indicates provocative statements.

(D. Cost)

(P) Apparently you don't have to pay too much for food in the East Zone because it is rationed.

1. Proportion of average person's income needed for food
2. Essential food items which are too expensive
  - a. Reasons

III. Clothing

- A. Essential items of clothing which are too expensive
  1. Reasons
- B. Greatest shortages
- C. Quality deficiencies

IV. Housing

(A. Current housing situation)

(P) They have done extensive housing construction on Stalin Allee. I presume there are other housing projects in a number of East Zone places.

1. Aspects of the housing situation with which people are especially dissatisfied
  - a. Why these particular aspects
  - b. Assignment of blame for these problems

(B. Availability)

1. Difficulties and inconveniences in obtaining housing
2. Inequalities in distribution
  - a. Groups or types of persons enjoying special privileges
  - b. Government explanation

(C. General conditions)

V. Health and Medicine

(P) Recently there have been many well-equipped polyclinics established in the East Zone. I understand that many patients prefer to go to polyclinics now instead of to their family doctors.

A. Aspects of the medical services with which people are especially dissatisfied

1. Reactions of the people
2. Assignment of blame for these problems

B. Adequacy of hospital care

1. Medical personnel
2. Medical supplies and equipment

VI. Educational Opportunities

A. Inequalities in education available to members of various classes

B. Reasons

C. Attitudes of various classes toward inequalities in educational opportunities

## VII. Working and Business Conditions

### (A. Working conditions)

(P) When it comes to working conditions, I presume they are much improved since 17 June 1953.

1. Opportunity for taking job of own choice
2. Work norms; How enforced
3. Adequacy of pay
4. Length of working day
5. Amount of vacation
6. Control of labor through unions

### (B. Business conditions)

(P) They say that independent business men have it much easier since 17 June 1953.

1. Taxes
2. Production norms
3. Raw material priorities
4. Control through government agencies
5. Government competition

## SECTION 2: ATTITUDES TOWARD THE SOVIET UNION

### Pattern I

General Questions Followed by Specific Probes<sup>4</sup>

#### I. Attitudes Toward Soviet Foreign Policy

- A. Attitudes regarding the goals of Soviet foreign policy
- B. Attitudes regarding Soviet policy toward
  - 1) East Germany
  - 2) West Germany
  - 3) German reunification
- C. Attitudes regarding the methods of Soviet foreign policy
- D. Attitudes regarding Soviet intentions for war or peace

#### II. Attitudes Toward the Soviet Political System

- A. Beliefs concerning the existence or lack of individual rights and personal freedom in the Soviet Union
- B. Attitudes regarding the way in which the Soviet leaders control the Russian people
  1. Organizations
  2. Effectiveness of control
- C. Beliefs regarding the power relationship in the Soviet system
  1. Persons
  2. Groups
  3. Competition for dominance

<sup>4</sup>(F) indicates frankness questions.



- D. Attitudes regarding the purposes of the Communist party in the Soviet Union
  - 1. Activities
  - 2. Role in Soviet society

### III. Attitudes Regarding the Russian People

- A. Their attitudes toward the Communist regime
- B. Intelligence
- (F) Do you think that there has been a marked decrease in the illiteracy of the Russian people in the past 30 years?

### IV. Attitudes Toward the Soviet Leaders

- A. Ability
- B. Extent to which Soviet leaders are working for the welfare of the Russian people

### V. Attitudes Toward Soviet Economic Conditions

- A. Beliefs regarding the standards of living in Russia
  - 1. Adequacy of food
  - 2. Adequacy of housing
  - 3. Adequacy of clothing
  - 4. Adequacy of sanitation and medical care
- (F) Do you think that medical care has improved in the Soviet Union under the Communist regime?
- B. Attitudes regarding the opportunity for economic advancement for the individual in the Soviet Union
- C. Attitudes regarding economic equality among classes and occupational groups in the Soviet Union
- (F) Do you think the average person in the Soviet Union has more opportunities to attend plays, operas and concerts today than he had before the Communist regime?
- D. Attitudes regarding collectivization in the Soviet economy
- (F) Do you think the quality of machinery in the Soviet Union is higher today than it was 25 years ago?

### VI. Attitudes Toward the Soviet Armed Forces

- A. Attitudes regarding Soviet occupation troops stationed in East Germany
- B. Attitudes regarding the strength of the Soviet armed forces as compared with those of the United States and other Western nations

### Pattern II

#### Specific Probes without General Questions

The Pattern II schedule for this section contained the same specific questions as Pattern I, but the general questions (indicated above by Roman numerals) preceding each group of specific questions, were omitted.

## SECTION 3: REACTIONS TO PROPAGANDA

### Pattern I

#### Attitudinal Questions Followed by Factual Questions

#### I. Political Indoctrination Classes

##### A. Attitudinal

1. What is your opinion of the political instruction? Why?
2. What influence do you think this indoctrination had on the people? Why?
3. What did you think of the indoctrination leaders? Why?

##### B. Factual

1. What methods were used to enforce attendance at indoctrination classes?
2. What procedures were used in conducting classes?
3. What rewards for achievement were there?
4. What punishment for failure was there?
5. What topics were emphasized in these classes?
6. What kind of people were the leaders or instructors?
7. What did your fellow-workers and friends say about this indoctrination? Why?
8. Who sponsored the political instruction classes?
9. Where were they usually held?
10. At what time of day? Was this during working hours?
11. How often were the classes held?
12. Were you required to attend?

#### II. East Zone Radio Broadcasts

##### A. Attitudinal

1. What do you think of East Zone radio broadcasts in general? Why?
2. What influence do East German broadcasts have on the people? Why?

##### B. Factual

1. What types of East German programs did you hear?
2. Describe the type of broadcasts which you liked most. Why?
3. Describe the type of broadcasts you disliked most. Why?
4. What themes were emphasized most in East German broadcasts?
5. What did your acquaintances say about the East Zone radio? Why?
6. At what times of day did you usually listen to East Zone broadcasts?
7. How often did you listen?
8. Where did you usually listen?

#### III. Western Broadcasts

##### A. Attitudinal

1. What is your opinion of Western radio broadcasts? Why?
2. What influence do you think Western broadcasts have on the people? Why?
3. What Western station do you think generally gives the best news program? Why?

B. Factual

1. What types of Western programs did you hear?
2. Describe the kinds of broadcasts which you liked most.  
Why?
3. Describe the kinds of broadcasts which you disliked most.  
Why?
4. What themes were emphasized most in Western broadcasts?
5. What did your acquaintances say about Western broadcasts?  
Why?
6. At what time of day did you usually listen to Western broadcasts?
7. How often did you listen?
8. What Western stations did you listen to?

IV. East Zone Newspapers

A. Attitudinal

1. What is your opinion of East Zone newspapers? Why?
2. What do you think of the truthfulness of East Zone newspapers?  
Why?
3. What influence do you think the East Zone newspapers have on the people? Why?

B. Factual

1. Describe the types of newspaper articles you like most.  
Why?
2. Describe the types of articles you like least. Why?
3. What themes were emphasized most in East German newspapers?
4. What kind of information did you miss most in the newspapers you read? Why?
5. What did your friends say about the newspapers?
6. What newspapers did you read most often in the East Zone?
7. How often was that?
8. Where did you get these newspapers?

V. Posters

A. Attitudinal

1. What did you think of the posters you saw in the East Zone?  
Why?
2. What influence do you think these posters have on the people?  
Why?

B. Factual

1. What kinds of posters did you see?
2. Describe the kinds of posters you disliked most. Why?
3. Describe the types of posters which impressed you most.  
Why?
4. What themes were emphasized most in the posters?
5. Where did you see posters most often?

Pattern II

Factual Questions Followed by Attitudinal Questions

The questions used in Pattern II for this section were identical to those in Pattern I, but the order was changed. In each subtopic the factual questions (Group B) were asked before the attitudinal questions (Group A).

## SECTION 4: ATTITUDES TOWARD THE UNITED STATES'

### Pattern I

I want to ask your own opinion about the United States. For example:

#### I. Economic System

- A. What ideas do you have about living conditions in the United States?
- B. To what extent do you think there is equality among different classes and occupational groups in the United States?
- C. How do you feel about the stability of the American economy?
  - 1. What effect do you think this has on other nations?

#### II. Foreign Policy

- A. How do you feel about the goals of American foreign policy?
- B. What do you think of American policy toward:
  - 1. East Germany?
  - 2. West Germany?
  - 3. German reunification?
- C. How do you feel about the methods of American foreign policy?
- D. How do you feel about American economic aid to other countries?
- (F) Do you think the American leaders have made any mistakes in foreign policy since the end of World War II?
- E. Do you think the United States wants war or peace?
- (F) Do you think the average American soldier has more endurance than the average Russian soldier?

#### III. Culture

- A. What do you think of American culture?
- (F) Do you think Americans have contributed as much to the fields of art, music, and philosophy as Germans have?
- B. What is your opinion of American music?
- C. How do you feel about American movies?

Now I would like to ask you how most of the people in East Germany feel about the United States

#### IV. Armed Forces

- A. What do they think of the American occupation troops in West Germany?
- B. How do most people feel about the effectiveness of the American armed forces as compared with those of other countries?
- C. What do people think about the American soldier?

(F) indicates freshness questions.

V. Political System

- A. How do East Germans feel about the American form of government?
- B. What is their opinion of the power relationship in the American system of government?
  - 1. Persons
  - 2. Groups
- C. What do people in the East Zone think about individual rights and personal freedom in the United States?

VI. People

- A. What do most people in East Germany think of the American leaders?
  - 1. Ability
  - 2. Motives
- B. How do they feel about the American people?

Pattern II

In Pattern II the same topics were used but the manner ("personal" or "impersonal") was varied. The source was first asked for his own opinions on the topics included under IV, V and VI above, and was then asked for the opinions of others on the topics included under I, II and III.

Appendix E  
ANALYSIS OF VARIANCE MATRICES AND TABLES

Table E-1  
LIVING CONDITIONS IN EAST GERMANY:  
TOTAL UNITS OF INFORMATION FOR EACH INTERROGATION

Interrogator	Higher-Educated Sources				Lower-Educated Sources				Mean
	Businesslike		Permissive		Businesslike		Permissive		
"G"	144.9	176.6	220.5	165.2	59.2	132.7	87.3	89.7	134.5
	155.0	175.4	210.5	143.5	126.7	128.9	146.0	136.1	152.8
"M"	142.1	102.2	163.2	126.0	129.6	159.8	160.9	211.2	149.4
	125.1	246.7	198.0	187.8	137.6	121.7	127.6	136.0	159.4
"H"	143.0	97.6	167.0	235.9	154.7	117.5	142.4	102.8	145.1
	149.0	198.4	152.6	179.0	164.0	163.3	172.0	184.4	170.3
"F"	145.1	168.1	133.7	217.4	161.5	106.8	119.3	185.8	154.6
	144.2	84.0	113.1	150.6	136.6	114.0	176.4	123.8	120.8
Mean	143.6	156.1	169.2	175.7	134.0	130.5	141.7	146.2	149.6

Table E-2  
LIVING CONDITIONS IN EAST GERMANY:  
AVERAGE UNITS PER QUESTION FOR EACH INTERROGATION

Interrogator	Higher-Educated Sources				Lower-Educated Sources				Mean
	Businesslike		Permissive		Businesslike		Permissive		
"G"	2.07	2.60	2.94	2.47	1.14	1.64	1.20	1.42	1.96
	2.28	2.25	3.10	2.21	1.67	1.92	2.00	2.09	2.19
"M"	2.12	1.62	2.55	1.91	1.80	2.32	2.15	2.89	2.17
	1.53	3.58	2.97	2.61	1.74	1.64	1.80	1.77	2.21
"H"	1.99	1.30	2.26	2.91	1.89	1.53	1.78	1.17	1.85
	2.33	2.65	1.73	2.08	2.25	2.21	1.98	2.49	2.22
"F"	1.99	2.63	1.30	3.02	2.78	1.45	1.63	2.90	2.21
	2.15	1.05	1.77	2.64	2.27	1.75	2.74	1.85	2.03
Mean	2.06	2.21	2.33	2.48	1.94	1.84	1.91	2.07	2.10

Table E-3

ATTITUDES TOWARD RUSSIA:  
TOTAL UNITS OF INFORMATION FOR EACH INTERROGATION

Interrogator	Higher-Educated Sources				Lower-Educated Sources				Mean
	Businesslike		Permissive		Businesslike		Permissive		
	General-Specific	Specific	General-Specific	Specific	General-Specific	Specific	General-Specific	Specific	
"C"	71.7	64.8	77.4	118.0	14.3	59.6	55.1	20.4	60.16
	97.3	73.8	124.0	63.0	62.0	61.7	60.0	68.6	76.30
"M"	90.2	72.8	96.2	59.0	75.7	64.4	77.1	98.4	79.29
	47.7	82.5	101.1	87.5	73.2	54.2	60.3	71.0	77.19
"H"	93.0	61.0	96.5	49.3	86.5	44.1	76.0	38.3	68.09
	90.0	87.0	68.2	76.7	100.6	94.6	49.0	90.7	82.10
"F"	86.2	79.4	60.1	74.9	75.1	35.9	62.9	58.0	69.06
	84.7	28.4	76.4	56.6	92.8	46.1	76.2	48.7	63.74
Mean	82.60	68.71	89.99	73.13	72.53	57.58	64.58	61.76	71.4

Table E-4

ATTITUDES TOWARD RUSSIA:  
AVERAGE UNITS PER QUESTION FOR EACH INTERROGATION

Interrogator	Higher-Educated Sources				Lower-Educated Sources				Mean
	Businesslike		Permissive		Businesslike		Permissive		
	General-Specific	Specific	General-Specific	Specific	General-Specific	Specific	General-Specific	Specific	
"C"	1.67	1.75	1.61	3.37	.41	1.42	1.10	.62	1.49
	2.26	1.89	5.02	1.70	1.41	1.67	1.67	1.63	1.91
"M"	2.20	1.73	2.67	1.51	1.89	1.74	1.71	2.59	1.98
	.97	2.23	2.59	2.36	1.38	1.26	1.31	1.69	1.72
"H"	2.11	1.27	2.35	1.64	1.44	1.16	1.36	.63	1.50
	2.31	2.29	1.52	1.72	2.65	2.63	1.11	2.83	2.13
"F"	2.10	2.48	1.57	2.08	2.14	.92	1.38	2.07	1.84
	2.29	.71	1.82	1.77	1.86	1.07	2.18	1.39	1.61
Mean	1.99	1.79	2.12	2.02	1.65	1.48	1.48	1.68	1.78

Table E-5

REACTIONS TO PROPAGANDA:  
TOTAL UNITS OF INFORMATION FOR EACH INTERROGATION

Interrogator	Higher-Educated Sources				Lower-Educated Sources				Mean
	Businesslike		Permissive		Businesslike		Permissive		
	Attitudinal-Factual	Factual-Attitudinal	Attitudinal-Factual	Factual-Attitudinal	Attitudinal-Factual	Factual-Attitudinal	Attitudinal-Factual	Factual-Attitudinal	
"G"	112.8	134.9	147.6	154.0	70.1	110.6	83.6	31.4	105.63
	124.0	103.0	177.2	110.4	119.8	131.0	111.0	112.8	127.65
"M"	95.7	104.9	124.9	83.0	117.3	99.4	62.5	166.4	107.70
	114.9	144.1	127.6	150.0	131.8	66.6	101.7	106.0	117.84
"H"	132.0	115.7	107.1	120.8	112.0	80.0	113.3	112.5	111.68
	120.0	128.5	99.6	118.9	131.3	122.8	85.7	137.8	118.08
"F"	107.0	109.7	103.9	127.7	103.2	96.5	118.1	94.0	107.51
	115.0	72.5	119.7	77.2	118.2	84.6	112.4	95.5	99.39
Mean	115.18	114.16	125.95	117.75	112.96	98.94	96.54	107.05	111.32

Table E-6

REACTIONS TO PROPAGANDA:  
AVERAGE UNITS PER QUESTION FOR EACH INTERROGATION

Interrogator	Higher-Educated Sources				Lower-Educated Sources				Mean
	Businesslike		Permissive		Businesslike		Permissive		
	Attitudinal-Factual	Factual-Attitudinal	Attitudinal-Factual	Factual-Attitudinal	Attitudinal-Factual	Factual-Attitudinal	Attitudinal-Factual	Factual-Attitudinal	
"G"	1.52	2.41	1.82	1.88	.93	1.30	1.31	.73	1.49
	1.77	1.63	2.46	1.42	1.50	1.66	1.63	1.54	1.71
"M"	1.47	1.40	1.76	1.57	1.56	1.63	1.42	2.28	1.64
	1.35	2.06	1.75	2.03	1.69	1.06	1.33	1.49	1.60
"H"	1.63	1.41	1.53	1.78	1.60	1.19	1.38	1.15	1.46
	1.58	1.67	1.31	1.29	1.73	1.83	1.50	2.19	1.64
"F"	1.55	1.80	1.24	2.22	2.20	1.27	1.62	1.92	1.74
	2.02	.88	1.87	1.29	2.23	1.46	1.84	1.87	1.68
Mean	1.61	1.66	1.72	1.76	1.69	1.43	1.50	1.65	1.62



Table E-7 \*

**ATTITUDES TOWARD THE UNITED STATES:  
TOTAL UNITS OF INFORMATION FOR EACH INTERROGATION**

Interrogator	Higher-Educated Sources				Lower-Educated Sources				Mean
	Businesslike		Permissive		Businesslike		Permissive		
	Personal	Impersonal	Personal	Impersonal	Personal	Impersonal	Personal	Impersonal	
"G"	27.2	17.2	28.0	27.0	14.1	6.3	28.3	12.4	20.06
	15.0	33.0	27.0	28.2	19.7	22.6	8.4	5.4	19.91
	39.5	25.0	38.0	37.3	26.6	17.5	18.8	19.5	27.78
	31.0	25.0	14.0	23.0	21.0	26.0	23.1	24.0	22.14
"A"	31.1	22.0	33.0	16.0	25.5	21.0	25.7	17.0	23.91
	29.6	34.1	16.0	28.0	14.4	21.9	34.3	37.0	26.91
	18.0	15.0	36.0	22.8	33.0	23.8	17.1	14.0	22.46
	33.7	42.2	26.0	32.6	16.5	24.0	28.0	31.0	29.25
"H"	38.0	29.0	30.8	17.1	29.0	19.0	28.0	17.0	25.99
	25.0	31.9	23.8	30.6	14.0	27.0	11.0	25.0	23.54
	32.0	30.0	24.2	19.0	34.0	28.9	16.2	16.0	25.04
	31.0	26.8	17.1	31.6	24.0	33.0	24.0	34.9	27.80
"F"	17.5	13.2	26.8	17.9	20.9	24.0	26.0	16.0	20.18
	20.0	29.2	25.2	26.2	11.8	17.0	20.0	33.0	22.80
	37.0	21.5	17.7	16.1	28.6	30.2	29.9	21.9	25.36
	12.8	15.9	23.9	29.0	20.0	27.0	16.0	17.0	20.20
Mean	26.78	25.69	25.47	25.15	22.01	23.08	22.18	21.32	23.96

Table E-8

**ATTITUDES TOWARD THE UNITED STATES:  
AVERAGE UNITS PER QUESTION FOR EACH INTERROGATION**

Interrogator	Higher-Educated Sources				Lower-Educated Sources				Mean
	Businesslike		Permissive		Businesslike		Permissive		
	Personal	Impersonal	Personal	Impersonal	Personal	Impersonal	Personal	Impersonal	
"G"	1.82	1.23	1.87	1.93	1.00	.63	1.66	.83	1.38
	1.15	2.54	2.25	1.76	1.41	1.26	.56	.38	1.41
	2.64	1.64	2.71	2.87	1.67	1.03	1.35	1.63	1.94
	1.90	1.47	1.13	1.28	1.62	1.62	1.22	1.14	1.42
"M"	1.73	1.47	1.83	1.14	1.02	1.62	1.71	1.13	1.46
	1.48	1.62	1.07	2.00	1.44	1.46	2.15	1.95	1.65
	1.12	1.00	2.40	1.52	1.65	1.70	1.14	.92	1.43
	2.41	2.82	1.86	2.04	1.03	1.09	1.75	1.82	1.85

Continued

Table E-8 (Continued)

ATTITUDES TOWARD THE UNITED STATES:  
AVERAGE UNITS PER QUESTION FOR EACH INTERROGATION

Interrogator	Higher-Educated Sources				Lower-Educated Sources				Mean
	Businesslike		Permissive		Businesslike		Permissive		
	Personal	Impersonal	Personal	Impersonal	Personal	Impersonal	Personal	Impersonal	
"H"	2.11	1.93	1.71	1.22	1.28	1.27	1.33	1.06	1.50
	1.67	1.68	1.70	1.70	1.06	1.50	.60	1.14	1.42
	1.78	2.00	1.21	1.06	2.27	1.93	1.08	1.23	1.57
	1.63	1.68	1.43	1.32	1.85	2.20	2.00	2.68	1.77
"F"	1.59	1.20	1.12	1.28	1.43	2.00	1.34	1.07	1.38
	1.67	2.18	1.80	1.75	.79	1.00	1.82	2.36	1.67
	2.85	1.79	1.18	1.34	2.04	2.16	1.87	1.68	1.86
	.92	.94	1.59	1.81	1.18	1.93	1.23	1.13	1.34
Mean	1.78	1.71	1.66	1.63	1.43	1.53	1.43	1.39	1.57

Table E-9

PROVOCATIVE STATEMENTS VERSUS SELECTED OPEN-END QUESTIONS:  
AVERAGE UNITS PER QUESTION

Interrogator	Higher-Educated Sources				Lower-Educated Sources				Mean
	Businesslike		Permissive		Businesslike		Permissive		
	Provocative	Open-End	Provocative	Open-End	Provocative	Open-End	Provocative	Open-End	
"G"	2.60	2.80	4.60	4.10	1.90	.86	1.00	.67	2.32
	4.00	3.20	5.00	2.90	3.20	2.60	3.00	1.43	3.17
	3.60	2.10	4.66	3.80	2.43	1.19	3.25	2.22	2.94
	3.69	2.90	4.40	2.50	2.79	1.60	5.00	2.10	3.11
"M"	4.41	2.50	4.22	3.00	2.60	2.10	5.45	2.78	3.38
	2.63	1.61	4.40	1.70	3.01	2.52	5.55	3.24	3.08
	2.09	1.76	4.40	1.30	3.40	1.50	2.60	1.89	2.61
	7.40	3.50	3.64	2.56	2.51	1.66	3.80	1.90	3.37
"H"	2.80	2.30	3.20	2.50	3.80	2.57	2.40	1.70	2.66
	2.40	2.00	4.17	3.10	2.33	1.56	1.50	.85	2.24
	3.80	2.50	3.32	1.56	3.80	2.50	3.58	2.52	2.95
	3.66	2.13	3.20	2.70	4.03	2.50	3.05	2.83	3.01
"F"	3.20	2.78	1.32	1.51	5.05	2.60	2.35	1.38	2.52
	4.00	2.73	5.08	2.92	2.16	1.42	3.60	4.49	3.30
	4.20	1.90	2.57	2.16	2.81	3.02	3.65	3.33	2.96
	1.30	.80	4.24	2.25	3.0	1.50	2.38	1.59	2.13
Mean	3.48	2.34	3.90	2.65	3.05	2.00	3.26	2.18	2.86

Table E-10

LIVING CONDITIONS IN EAST GERMANY:  
ANALYSIS BASED ON TOTAL UNITS OF INFORMATION

Source of Variance	Sum of Squares	Degree of Freedom	Mean Squares	F	Significance level (p)
Between Sources	8489.32	1	8489.32	6.59	<.05
Between Interrogators	2753.65	3	917.88		
Between Techniques	4721.40	1	4721.40	3.84	<.10
S x I Interaction	7832.35	3	2610.78	2.25	.10
S x T Interaction	470.35	1	470.35		
I x T Interaction	133.08	3	44.36		
S x T x I Interaction	1276.50	3	425.50		
Residual	61504.09	48	1281.34		
Total	87180.74	63			

Table E-11

LIVING CONDITIONS IN EAST GERMANY:  
ANALYSIS BASED ON UNITS PER QUESTION

Source of Variance	Sum of Squares	Degree of Freedom	Mean Squares	F	p
Between Sources	1.73	1	1.73	6.08	<.05
Between Interrogators	.20	3	.07		
Between Techniques	.56	1	.56		
S x I Interaction	1.78	3	.59	2.22	<.10
S x T Interaction	.11	1	.11		
I x T Interaction	.15	3	.05		
S x T x I Interaction	.10	3	.03		
Residual	14.35	48	.30		
Total	18.98	63			

Table E-12

ATTITUDES TOWARD RUSSIA:  
ANALYSIS BASED ON TOTAL UNITS OF INFORMATION

Source of Variance	Sum of Squares	Degree of Freedom	Mean Squares	F	p
Between Sources	3362.55	1	3362.55	8.64	<.01
Between Interrogators	1075.55	3	358.52		
Between Techniques	64.61	1	64.61		
Between Questions	2353.47	1	2353.47	6.06	<.05
S x I Interaction	2502.75	3	834.25	2.29	<.10
S x T Interaction	242.19	1	242.19		
S x Q Interaction	168.67	1	168.67		
I x T Interaction	1640.71	3	546.90		
I x Q Interaction	1307.22	3	435.74		
T x Q Interaction	83.94	1	83.94		
S x I x T Interaction	130.58	3	43.53		
S x I x Q Interaction	322.62	3	107.54		
S x T x Q Interaction	228.39	1	228.39		
I x T x Q Interaction	824.30	3	274.73		
S x I x T x Q Interaction	1523.21	3	507.74		
Residual	13201.78	32	412.56		
Total	29032.44	63			

Table E-13

ATTITUDES TOWARD RUSSIA:  
ANALYSIS BASED ON UNITS PER QUESTION

Source of Variance	Sum of Squares	Degree of Freedom	Mean Squares	F	p
Between Sources	2.66	1	2.66	8.22	<.01
Between Interrogators	.23	3	.08		
Between Techniques	.15	1	.15		
Between Questions	.06	1	.06		
S x I Interaction	1.43	3	.48		
S x T Interaction	.11	1	.11		
S x Q Interaction	.11	1	.11		
I x T Interaction	1.15	3	.38		
I x Q Interaction	.54	3	.18		
T x Q Interaction	.21	1	.21		
S x I x T Interaction	.39	3	.13		
S x I x Q Interaction	.41	3	.14		
S x T x Q Interaction	.07	1	.07		
I x T x Q Interaction	.83	3	.28		
S x I x T x Q Interaction	1.30	3	.43		
Residual	13.93	32	.41		
Total	22.69	63			

Table E-14

REACTIONS TO PROPAGANDA:  
ANALYSIS BASED ON TOTAL UNITS OF INFORMATION

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F	p
Between Sources	3085.80	1	3085.80	5.39	<.05
Between Interrogators	1384.65	3	461.55		
Between Techniques	64.80	1	64.80		
Between Questions	216.82	1	216.82		
S x I Interaction	2992.73	3	997.58	5.39	<.05
S x T Interaction	427.46	1	427.46		
S x Q Interaction	13.69	1	13.69		
I x T Interaction	350.25	3	116.75		
I x Q Interaction	1416.94	3	472.31		
T x Q Interaction	235.63	1	235.63		
S x I x T Interaction	2435.44	3	811.81		
S x I x Q Interaction	263.67	3	87.89		
S x T x Q Interaction	883.57	1	883.57		
I x T x Q Interaction	3674.33	3	1224.78		
S x I x T x Q interaction	3357.62	3	1119.27		
Residual	17774.48	32	555.45		
Total	38578.08	63			

Table E-15

REACTIONS TO PROPAGANDA:  
ANALYSIS BASED ON UNITS PER QUESTION

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Squares	F	p
Between Sources	.17	1	.17	3.37	<.05
Between Interrogators	.22	3	.07		
Between Techniques	.03	1	.03		
Between Questions	.00	1	.00		
S x I Interaction	1.15	3	.38	3.28	<.05
S x T Interaction	.02	1	.02		
S x Q Interaction	.03	1	.03		
I x T Interaction	.13	3	.04		
I x Q Interaction	.30	3	.10		
T x Q Interaction	.12	1	.12		
S x I x T Interaction	.01	3	.00		
S x I x Q Interaction	.03	3	.01		
S x T x Q Interaction	.22	1	.22		
I x T x Q Interaction	1.27	3	.42		
S x I x T x Q Interaction	.13	3	.04		
Residual	4.35	32	.14		
Total	8.18	63			

T-16

ATTITUDES TOWARD THE UNITED STATES:  
ANALYSIS BASED ON TOTAL UNITS OF INFORMATION

Source of Variance	Sum of Squares	Degree of Freedom	Mean Squares	F	p
Between Sources	420.50	1	420.50	8.00	<.01
Between Interrogators	352.31	3	117.44	2.26	<.10
Between Techniques	23.63	1	23.63		
Between Questions	2.88	1	2.88		
S x I Interaction	309.14	3	103.05		
S x T Interaction	.13	1	.13		
S x Q Interaction	5.20	1	5.20		
I x T Interaction	221.42	3	73.81		
I x Q Interaction	24.38	3	8.13		
T x Q Interaction	2.65	1	2.65		
S x I x T Interaction	94.91	3	31.60		
S x I x Q Interaction	71.07	3	23.69		
S x T x Q Interaction	14.44	1	14.44		
I x T x Q Interaction	30.44	3	10.15		
S x I x T x Q Interaction	17.87	3	5.96		
Residual	5565.70	96	57.98		
Total	7156.97	127			

Table E-17

ATTITUDES TOWARD THE UNITED STATES:  
ANALYSIS BASED ON UNITS PER QUESTION

Source of Variance	Sum of Squares	Degree of Freedom	Mean Squares	F	p
Between Sources	2.09	1	2.09	9.29	<.01
Between Interrogators	.06	3	.02		
Between Techniques	.22	1	.22		
Between Questions	.01	1	.01		
S x I Interaction	2.30	3	.77	3.32	<.05
S x T Interaction	.00	1	.00		
S x Q Interaction	.00	1	.00		
I x T Interaction	.92	3	.31		
I x Q Interaction	.31	3	.10		
T x Q Interaction	.03	1	.03		
S x I x T Interaction	.41	3	.14		
S x I x Q Interaction	.24	3	.08		
S x T x Q Interaction	.05	1	.05		
I x T x Q Interaction	.16	3	.05		
S x I x T x Q Interaction	.37	3	.12		
Residual	24.01	96	.25		
Total	31.23	127			

Table E-18

PROVOCATIVE STATEMENTS:  
ANALYSIS BASED ON UNITS PER QUESTION

Source of Variance	Sum of Squares	Degree of Freedom	Mean Squares	F	P
Between Sources	7.07	1	7.07	8.35	<.01
Between Intervallues	3.25	3	1.08		
Between Techniques	2.49	1	2.49	2.94	<.10
Between Questions	40.66	1	40.66	47.99	<.001
S x I Interaction	8.75	3	2.92	3.36	<.05
S x T Interaction	.23	1	.23		
S x Q Interaction	.13	1	.13		
I x T Interaction	2.95	3	.98		
I x Q Interaction	2.02	3	.67		
T x Q Interaction	.04	1	.04		
S x I x T Interaction	3.51	3	1.17		
S x I x Q Interaction	.39	3	.13		
S x T x Q Interaction	.01	3	.01		
I x T x Q Interaction	1.56	3	.45		
S x I x T x Q Interaction	1.23	3	.41		
Residual	88.10	96	.92		
Total	162.19	127			

Appendix F

RESPONSES OF 60 SOURCES TO SELECTED POST-INTERVIEW QUESTIONS<sup>1</sup>

	Number
<u>What do you think was the purpose of the interview?</u>	
To obtain over-all picture of life in East Zone	21
To obtain attitudes of East Zone people	28
Miscellaneous	9
"Don't know"	1
<u>Is there anything which you especially liked about the interview?</u>	
Particular topic:	
Living Conditions	5
Attitudes Toward Russia	1
Reactions to Propaganda	2
Attitudes Toward the United States	3
"Political"	4
Conduct of interrogation	30
Interest shown in East Zone	9
Everything	6
Miscellaneous	8
Nothing	1
<u>What did you like least about the interview?</u>	
Particular topic:	
Living Conditions	3
Attitudes Toward Russia	1
Reactions to Propaganda	2
Attitudes Toward the United States	9
"Political"	9
Repetition of questions	2
Too much detail	2
Questions too specific	1
Questions too general	1
Behavior of interrogator	1
Length of interrogation	2
Miscellaneous	7
Nothing	30
<u>How do you feel about the way you were treated during the interview?</u>	
(Attitudes Expressed)	
Highly favorable	37
Favorable	22
Mildly favorable	1

<sup>1</sup>Post interviews were not held with four sources.



	<u>Number</u>
<u>Did you feel uneasy at any time during the interview?</u>	
No	52
No (qualified)	1
Yes	7

Would you have preferred that the interview had been conducted in a more personal or impersonal manner than it actually was?

	<u>Sources Interrogated in a Businesslike Manner</u>	<u>Sources Interrogated in a Permissive Manner</u>
As it was ("personal")	11	26
As it was	3	1
As it was ("impersonal")	2	0
More personal	14	3